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and Bristol's "The Teaching of Latin and Greek". I judge that this sort of text represented only a passing phase, an experiment, and time has decided against it. The publishers of Jones' Latin Composition, arranged on the topical plan, first published in 1879, claim a wider use for their text than ever. The book has defects! it exaggerates the importance of some topics and does not treat others fully enough; yet it is on the whole a very good book. There are three others that are well thought of and widely used in this State, each differing somewhat in detail, but all following the same general plan, a systematic presentation of the chief constructions, with model sentences and exercises consisting of short sentences. The first, published in 1896, presents the subject in forty-four chapters. It has a great many model sentences—fifteen to twenty with each exercise—excellent as a table of idioms, and has special vocabularies for memorization. It is a very useful book for the third-year work, being based largely on Cicero's vocabulary. One defect, to my mind, is the postponement of the treatment of participles, infinitives, gerund and gerundive till the last four or five chapters. Topics so important should be presented much earlier, so that they may recur again and again through succeeding exercises.

A second text, published in 1901, consists of three parts. The first presents the whole syntax of noun, pronoun and verb in twenty-three chapters. It gives a statement of syntactical rules, so that no reference to the grammar is imperative, although references are given. The objection to this part is that too much matter is crowded into a single chapter and the sentences for practice are too few, although of course these can easily be supplemented by the teacher. The second section gives short sentences based on each chapter of three books of Caesar, prefaced by a few model sentences, and a series of connected passages on the fourth book. The third section is based on Cicero's orations, those on the first two Catiline speeches being short sentences, on the remaining speeches continuous passages. The latter are rather close imitations of the original. The book is finding much favor.

The third text under consideration was issued in 1904-5, in two volumes, three sections in all. In this an effort is made to combine the two methods; for, while there is a systematic presentation of topics, the exercises are based on successive chapters of Caesar and Cicero. Each exercise is preceded by syntactical notes and the most useful and carefully prepared tables of idioms we have ever seen. The book contains perhaps more material than can be used in most schools, but this is not an evil.

Any one of these three books, which the reader will easily identify, although I have not named them, ought to be sufficient fully to satisfy our needs. Individual tastes will govern the choice.

What should be the character of the examinations in composition given by the department? It would seem that those prepared by the College Entrance Board in June, 1905, set a reasonable standard. The elementary paper is a short connected passage of less than six lines, for which thirty minutes are allowed. The constructions and vocabulary are every-day affairs for students reading Caesar. The advanced composition paper is based on the Manilian Law, ten lines in length, time allowed one hour.

The following are some statistics relative to these examinations, taken from the November School Review: 857 tried the elementary paper. 58% reached

a standing of 90 or over; 29% had over 75; 58% had over 60; nearly 25% of the candidates fell below 40. On the advanced examination, of the 576 who tried, ½% got over 90, 9% over 75, 36% 60 or over, while 46% fell below 40. The editorial comment is: "Latin prose composition had its usual large number of victims". Those who desire comfort may find it in the fact that in English, French, Advanced German and Advanced Algebra the percentage of failures was still greater, the editorial comment on these being "slaughter, greatest disaster", etc.

These results are not encouraging, but the cause would probably turn out to be that insufficient time was devoted to this work, for there is a feeling more or less prevalent that it is a side-issue. It is not a side-issue. The student who cannot turn simple English into Latin cannot do accurate work in translation.

In conclusion, let me quote a passage from the Upton Letters, written by a classical teacher in one of the great English public schools, one, however, who is inclined to be cynical as to the value of classical education, at least in its extreme phase. It offers a little encouragement to those who sometimes doubt the value of their handiwork. He says, in speaking of Herbert Spencer's Autobiography: "He criticises the classics from the standpoint of a fourth form boy. He sits like a dry old spider, spinning his philosophical web, with a dozen avenues of the soul closed to him, and denying that such avenues exist. . . . The book is the strongest argument I have ever yet read against a rational (as opposed to the traditional) education. I who despair of the public-school classical system, am reluctantly forced to confess that it can sow the seeds of fairer flowers than ever blossomed in the soul of Herbert Spencer".

F R PARKER, Cortland, N Y

DISCUSSION OF THE PAPER ON COMPOSITION

The study of Latin Prose Composition in our secondary schools should properly be a means toward an end. It is not in the province of the secondary school to attempt to train students to the ability to write connected narrative of a character involving close analysis of thought and stylistic arrangement; such study is the work of college students in an advanced course in Composition. However, in the College even, the purpose of such study should, in my opinion, be a better appreciation of the character and spirit of the language and the people, their habits of expression and habits of thought. Latin Composition, in all the gradations of its study, should be directed *toward the end of increased accuracy and power in reading the language*. It is the work of the secondary school to realize the peculiar value of the study of Latin and Greek, which is the ability to think, analyze and interpret the thought of classical authors with precision and appreciation. The teaching of Latin Composition should be felt in an increased ability of the student to translate into the idioms of our language, and in a firmer grasp of forms and syntactical usages; from which should come a measure of quickness in grasping an author's thought in sight translation.

The secondary school teacher is concerned only with the writing of simple Latin illustrating the more common usages of case and mood, and a correct use of the common forms of thought expression. I would emphasize intensive study of each usage in a logical and systematic order, avoiding confusion and mechanical study of rules as such. Latin Composition is a sure index of a student's knowledge and power in handling the language, and is a supreme test of the degree of thoroughness of instruction, as opposed to a superficial alertness in jumping at an author's meaning from agile guessing.

A majority of students, I believe, who pursue the study of Latin in College, bring with them unpleasant memories of Latin Composition as studied in the secondary school. A student likes a study in which he feels that he is making

good progress and has definite knowledge. This quite general attitude toward Latin Composition is evidence of inaccurate preparation and faulty methods of study, and it is too often the case that, after three or four years of study, a student's knowledge of Latin is really insufficient for college work.

Latin Composition involves a vocabulary of common Latin words with a close knowledge of their exact meanings, a knowledge of case usages, mood usages and Latin sentence structure. If these points have been kept constantly in mind the problem of writing simple Latin is solved and students are properly prepared for college; and above all, such students have had the training that develops reasoning power and analysis of expression and thought—all of which are great parts of an education for life.

The difficulties the teacher encounters in teaching Latin Composition may generally be traced, in large part, to an inaccurate knowledge of forms and the consequent disproportionate time it takes a student to reach, after a pathetic effort, a particular case or tense. With the following watch words for the first year, ACCURACY and QUICKNESS, a teacher should find it possible to do, in connection with each lesson, a considerable amount of simple oral and written composition. Very often it is claimed that the recitation period is too short. However, I believe firmly in the value of combining composition with translation, because both are concerned with a knowledge of Latin words and syntax. The aim in each is a gain of power and accuracy in handling the language. The student should be made conscious of the features of the language he is studying—its directness, concreteness, precision, order of thought and emphasis, and he should observe *not only how Latin authors express their thoughts, but how they would express our thoughts*. Sensible of the differences in the two languages, a student will not translate into English which is merely a reproduction of the Latin idiom. The study of Latin and Latin Composition should, most certainly, have a pronounced effect on the good use of English. It is true that there are constantly increasing demands on the time of our students in the secondary schools, and our teachers are, too often, called on to teach several subjects, but the defects in Latin preparation and the marked unevenness in the matter of Latin Composition, would be largely eliminated if the teacher should aim first at a sure foundation in inflections, insisting on quickness and absolute accuracy, and would take great pains to guide the student in an intensive and rational method of studying the Grammar—planning to cover the field systematically with constant repetition of grammatical principles by quick oral and written work. Under these conditions students will read and write simple Latin with a sense of power and with a spirit of enthusiasm which comes only from the consciousness that the student can do and do well what he is expected to do. Let me caution you as follows: Do not give indefinite assignments. Narrow the range, and insist on thoroughness. Anticipate each day the special study of the next, and require each day that the students be able to state quickly and briefly the principles gathered from the previous day. Call each day for the leading vocabulary of the review, repeatedly drill, by means of this vocabulary, the definite principles studied. Teachers are too ready to assume that a student knows. The student does not know until he can accurately and quickly state and illustrate by English and Latin examples. By assigning a narrow range, the class knows each day whether it is prepared or not, and the students are judged and judge their own progress by definite standards. Do not "pepper and salt" a page of Latin with syntactical questions unless such questions have a distinct value in illustrating the special topics of investigation. When a student had read correctly, it is a mechanical process to delay with mechanical questions. Ask the pupil what he sees in the passage that is connected with what has been assigned. *Train the student to observe and reason for himself*. Question less and teach more. By teaching, I mean guiding into thought and analysis. Teach Grammar only by reference to the Grammar, after approaching the point in question by English examples which stimulate thought and are not too involved. Teach the student by consulting the Latin Grammar in the recitation, how to study his Grammar, and how to draw conclusions.

All written work should be done with long vowels marked, as contributing to a good pronunciation, and as a feature of the accuracy which Latin study should aim at. Train the ear of the student by short oral sentences, and the eye and ear by always putting important sentences on the board, after they have been given orally.

Latin composition is not a problem in itself, but is an index of the degree of thoroughness that has characterized the student's preparation in the language itself. If he has been trained to read closely and accurately, after a quick and accurate knowledge of forms, that student will write simple Latin well. This is all that the colleges ask for. The writing of connected narrative, more or less figurative and involved, does not belong to the secondary school.

PERLEY OAKLAND PLACE

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